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ABSTRACT

This abstract bibliography is a guide to recent ERIC documents concerning open education. The focus is on open education practices in preschool, kindergarten, and elementary school. Entries in the first section were taken from "Research in Education"; entries in the second section were taken from "Current Index to Journals in Education." The following descriptors were used in searching: open education, open plan schools, educational change, educational innovation, and experimental schools. Descriptors appear after each title in the first section; entries in the second section have neither abstracts nor descriptors. (KM)

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OPEN EDUCATION: AN ABSTRACT BIBLIOGRAPHY

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OPEN EDUCATION: AN ABSTRACT BIBLIOGRAPHY

This selective bibliography is a guide to recent ERIC documents on the subject of open education. The focus is on open education practices in preschool, kindergarten, and elementary school, although a few citations have information which also pertains to secondary school.

Entries in the first section of the bibliography were taken from the ERIC abstract journal, Research in Education (RIE). January 1973 was the latest issue searched. Included are resumes of research reports, program reports, guides, papers, bulletins, directories, and a few audiovisual materials.

Entries in the second section are journal articles from Current Index to Journals in Education (CIJE), January 1971 to January 1973.

The following ERIC descriptors (index terms) were used in searching RIE and CIJE: Open Education; Open Plan Schools; Educational Change; Educational Innovation; and Experimental Schools.

In the first section major descriptors, marked with an asterisk (*), and minor descriptors appear after each title.

Most items cited are available through the ERIC Document Reproduction Service (EDRS) in either microfiche (MF) or hard copy (HC), except where marked "Microfiche only." (See ordering directions in the back of this publication.) Some publications which are also available directly from other sources have this information listed below the abstract.

Certain items cited are not available through EDRS in either microfiche or hard copy. Such citations have ordering information listed below the abstract.

References (from Research in Education)

1. Allen, Dwight W. Staff Attitudes Toward Educational Change. 1970.
ED 041 873
Document not available from EDRS.

*Educational Change; Elementary Schools; *Inservice Teacher Education; Secondary Schools

This cassette tape on staff attitudes toward educational change is one of a series designed to inspire inservice school personnel and provide them with basic information about school innovation. In this 20-minute tape, Allen outlines several principles of introducing and sustaining change in a school. His goal for a school is to achieve "Critical Mass," that is, enough school personnel committed to change to make trying out and adopting or discarding changes a way of life. Allen believes that schools experience failure from being too cautious about change, which frustrates a staff geared for a change, and from expecting successful results from change too soon. He closes the tape with a list of questions school personnel should ask themselves when they are considering changes.

Availability: Instructional Dynamics, Inc., 166 E. Superior St., Chicago, Ill. 60611 ($6.50; minimum order, 3 cassettes of series).

2. Allen, Patricia R.; Powell, Helen. Kaleidoscope 3; A Descriptive Collection of Promising Educational Practices. 1970, 87p. ED 044 333
Document not available from EDRS.

Curriculum Development; Diffusion; *Directories; Educational Development; *Educational Innovation; Elementary Schools; *Experimental Programs; *Instructional Innovation; Program Descriptions; *Projects; School Districts; Secondary Schools

Innovative programs taking place in Massachusetts elementary and secondary schools in the areas of school environment, exceptional children, curriculum areas, and wholesale experimentation, are described in this issue. Project descriptions provide background, objectives, practices, and indications of success, as well as contacts for information and project costs, which in many cases amount to nothing beyond the normal budget. For Kaleidoscope 2, see SO 000 309.

Availability: Bureau of Curriculum Innovation, 182 Tremont Street, Boston, Massachusetts 02111.

3. Alternatives for Education Manual. 1971, 45p. ED 054 647
Document not available from EDRS.

*Bibliographies; Boarding Schools; Day Schools; *Directories; Elementary Schools; *Experimental Schools; Private Schools; Secondary Schools

A directory of alternative schools and a list of books and reprints about alternative education are presented. The alternative schools listed are almost all on the west coast and include both day and boarding schools at the primary and secondary level. The name and address of each school is given along with supplementary material about its educational philosophy, history, and goals. Alternative schools have in common their emphasis on an individual approach to education, and some allow the student to select what, when, and how they will study. In general, they reject the concepts of grading and rigid conformity to curriculum and schedules.

Availability: Alternatives for Education, P.O. Box 1028, San Pedro, California 90733 (500 each, $5.00 yearly)

4. Andreae, Jennifer; and Others. Open Education: ESEA Title I. December, 1970, 81p. ED 059 334

Administrator Attitudes; *Educational Change; *Educational Philosophy; Elementary School Students; *Flexible Classrooms; Individualized Instruction; *Open Education; Parent Attitudes; Parent Participation; Reading Instruction; Student Teacher Relationship; Teacher Attitudes

Contents of this account of the adaptation of the open classroom philosophy of education in New Rochelle, beginning with a summer Title I.E.S.E.A. remedial reading program, include the following: (1) an account of the experience of a traditional teacher in converting to an open classroom; (2) a definition of the approach and a description of the learning principles it is based on; (3) a documentation of the New Rochelle School District reaching the point of implementing the open classroom approach, including teachers' and administrator's motivation to change and the utilization and administration of the corridors; (4) parents' relation to the open classroom; and, (5) a discussion of formulations of role for staff in the future. The appendices contain teachers' accounts of movement towards an open classroom approach, the text of a questionnaire sent to parents regarding the changes in classroom and staff organization, a sample individual and weekly record, and floor plans of representative classrooms.

5. Arons, Stephen; and Others. May, 1971, 108p. ED 058 122

Directories; Elementary Grades; *Experimental Schools; Federal Aid; Financial Support; Legal Responsibility; Manuals; Private Financial Support; Resource Guides; State Aid; State Laws; State Standards

This manual, based upon legal requirements and school experiences of Massachusetts, is intended to help get alternative schools off the ground and keep them cut of trouble with state and local authorities, though in fact existing alternative schools have had few legal problems thus far. The first section of the manual provides sketches of some alternative schools in Massachusetts. These schools have been started by people of all sorts, and it is hoped that the sketches open up a few new possibilities. A second section covering state regulation of alternative schools includes the requirements concerning certification, compulsory attendance, curriculum, teacher qualifications, admissibility back to public schools, diplomas, accreditation, building code regulations, safety standards, etc. Other sections cover liability insurance; the economics of alternative schools, including both private and public aid; incorporation; and taxation. Where to get help, outlines resource for educational and legal assistance. A list of legal services offices in the Commonwealth and a list of alternative schools in Massachusetts conclude the manual. While some of the advice on federal funding may find application in other states, the manual should not be assumed to describe requirements or give advice for other states.

6. Baas, Alan M. Open Plan Schools. Educational Facilities Review Series Number 6. July, 1972, 8p. ED 064 753

*Educational Facilities; Educational Innovation; *Flexible Classrooms; *Flexible Facilities; *Literature Reviews; Modular Building Design; *Open Plan Schools; School Environment; Space Utilization; Systems Approach

This document reviews the literature, previously cited in RIE, concerned with open plan schools. The open plan design is defined as one that encompasses large, open areas that shelter numbers of students, paraprofessionals, and teachers in a climate of daily change. Central to the discussion of the open plan concept is the consideration that a school building utilizing this innovative concept is being considered less and less as a static "facility" and more and more as a "catalyst" or a dynamic agent in the learning process. The 26 documents surveyed in this review are discussed under (1) flexibility and innovation, (2) evaluation, (3) information sources, (4) application, and (5) variation.

7. Bartel, Nettie R.; and Others. Individual Differences in Open Education. 1971, 21p. ED 063 697

Demonstration Projects; *Exceptional Child Education; *Handicapped Children; *Individual Differences; *Open Education; *Special Classes; Statistical Data

The report provides an overview of the nature of the open classroom in terms of implications for special education, describes an ongoing research project on the open classroom, and presents data on one phase of the project. Considered in the overview of the open classroom are the teacher role in the learning process, the role of individual differences, and the role of individualized instruction. It is thought that the handicapped child may show more creative behavior and may become increasingly more self-regulative and internally controlled in the open classroom than in the traditional rigid classroom. The project described involves examination of six open classrooms in a neighborhood of Philadelphia. The classrooms are all located in an inner city neighborhood. Children were observed for about 5 hours; their activities and duration of activities were recorded. It was found that a major portion of each hour in the open classroom is spent in peer interaction. Successful children were found to spend almost one-sixth of their time participating in academically-related activities and conversations with their peers. Least successful children were found to spend less than 2 minutes per hour engaged in academically-related activities.

8. Beardsley, Barabara. Open Plan - Open Education. February 5, 1972, 11p. ED 061 601

*Educational Innovation; Educational Needs; *Educational Philosophy; Flexible Facilities; Individualized Instruction; *Open Education; *Open Plan Schools; Problem Solving; Speeches; Student Centered Curriculum; *Student Teacher Relationship; Teacher Role; Test Results

To adopt open education is a philosophical decision. Open plan schools should be more conducive to a more informal style of teaching. However, it is wise to know what open education means because it is not a panacea for all schools nor for all individuals. A related document is EA 004 184

9. Berman, Louise M. Accountability Which Transcends. April 13, 1972, 14p. ED 065 924

Administrator Responsibility; *Affective Objectives; *Behavioral Objectives; *Cognitive Objectives; Curriculum Enrichment; *Educational Accountability; Educational Needs; Educational Objectives; *Open Education; Teacher Responsibility

This paper considers the narrow goals characteristic of most accountability programs, discusses methods for transcending these limited goals (linking goals to broad society values), and suggests steps that supervisors can take to implement accountability in an open system. The author argues that students, administrators, and teachers must be mutually accountable. The author sets forth such methodologies for linking goals to broad society values as (1) setting noncognitive goals; (2) establishing systems to monitor and evaluate the effectiveness of innovative, open curriculums; (3) evaluating achievement in more than basic skills; (4) providing for more diversity in curriculums; and (5) providing for contemplative as well as analytic thinking.

10. Burnham Brian. Achievement of Grade 1 Pupils in Open Plan and Architecturally Conventional Schools. September 1971, 3p. ED 065 908

*Achievement Tests; *Comparative Analysis; Educational Research; *Grade 1; Mathematics; *Open Plan Schools; Reading Achievement; *Traditional Schools

This document is a report of the first year's findings (grade 1) of a longitudinal 3-year study of achievement differences between students in new open plan schools and those in existing "conventional architecture" schools. When tests of reading and mathematics achievement were administered in two open plan and nine "conventional architecture" schools, the mean scores attained were not significantly different, although the marginal differences tended to favor the open plan schools.

11. Bussis, Anne M.; Chittenden, Edward A. Analysis of an Approach to Open Education: Interim Report. August 1970, 87p. ED 050 125

Classroom Environment; Educational Environment; *Educational Innovation; *Educational Methods; Educational Objectives; Educational Programs; Educational Research; Educational Theories; Evaluation Criteria; *Experimental Teaching; Learning Activities; Learning Motivation; Personal Growth; Preschool Education; *Primary Education; *Program Evaluation; Student Teacher Relationship; Teacher Attitudes; Teacher Role

This study was guided by two fundamental concerns: the problems of developing assessment procedures which are better suited to the more humanistic but less tangible goals of education in general, and the need for a clearer conceptualization of the objectives of open education programs. Two major components of this report are: 1) conceptual analysis of an "open" approach to pre-school and

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primary education: and 2) discussions of implications of this approach for questions of research and evaluation. Particular attention is given to identifying basic assumptions about children's learning, educational change, and the teacher's role.

12. Butler, Annie L. Recent Research in Early Childhood Education. August 1971, 13p. ED 058 970

Academic Achievement; Cognitive Processes; Creative Thinking; Curriculum; *Early Childhood Education; *Educational Change; Educational Programs; Human Relations; Models; Objectives; Parent Child Relationship; *Parent Influence; *Philosophy; Program Evaluation; *Research; Stimulus Devices; Student Participation; Teacher Characteristics; Teacher Role; Teaching Techniques; Theories

This document reports on recent research in the United States in the field of early childhood education. The point is made that this research is characterized by conflicting ideologies and rapid change. This conflict revolves around such issues as the relative importance of direct instruction and incidental learning, the emphasis on cognitive learning as opposed to a more broadly based curriculum, and the emphasis on education for the future versus education more presently oriented. Researchers have been concerned with the effect of early childhood education on later school achievement. A decided factor in the results appears to be the degree of continuity or discontinuity between the early childhood and the later school program. A great deal of research supports the importance of the model which the parent sets for the child. In addition, the role assumed by the teacher makes a big difference. Teachers who are more resourceful stimulate more student cooperation, involvement, and activity. Early childhood education has also been widely accepted among its advocates as a contributor to better human relations. The growth of new early childhood education programs seems to be on the upsurge in the United States. Much of this growth is described as chaotic. However, it is concluded, education must contribute to the young child's self-fulfillment in the broadest sense, and early childhood education is a challenge to our best creative thinking.

Also available from: College of Education Curriculum Laboratory, University of Illinois, 1210 W. Springfield Avenue, Urbana, Illinois 61801, Catalog No. 1300-8, $0.25.

13. Campbell, David N. A Practical Guide to the Open Classroom. April 1972, 40p. ED 063 760
Document not available from EDRS.

Discovery Learning, Experimental Teaching, *Guides, *Learning Activities, *Open Education

Explicit guidelines are presented which tell what to do and what not to do in an open classroom; the guidelines were derived from actual open classrooms across the country. Also included are lists of over 200 suggested activities for outdoors and in class which can be used in either an open classroom or a more traditional setting.

Availability: The Book Center, 4000 Fifth Avenue, Pittsburgh, Pennsylvania 15213 ($1.00)

14. Chittenden, Edward A.; Bussis, Anne M. Open Education: Research and Assessment Strategies. November 1971, 11p. ED 060 932

Beliefs; Changing Attitudes; *Child Development; Cognitive Processes; Communication Skills; Concept Formation; Conceptual Schemes; Educational Change; *Educational Research; Environmental Influences; Evaluation Techniques; *Interviews; Learning Activities; *Open Education; Perceptual Development; *Program Evaluation; School Role; Social Change; Technology; Writing Skills

Interest in "open" education has been stimulated by reforms going on in the British primary school. It is also stimulated by a belief that British schools must become more responsive to the people they are intended to serve and less controlled by institutional routines and technological requirements. A two-dimensional scheme is proposed for conceptualizing various kinds of educational environments. The scheme requires that two sets of questions be asked. The first set deals with the child as learner. To what extent does he affect what happens to him? The second set relates to the teacher's contributions in influencing the nature and direction of learning. The point is made that in the current enthusiasm for open education, centrality of the teacher's role is often overlooked. Thus, one critical focus for the evaluation of open education is a focus on teachers. An initial approach to such evaluation might be an interview study of teachers who are working in open settings. Topics discussed would be working environment and the process of open teaching itself. The research focus on children included attempts to look at communication, perception of school, intuition, writing, and quantitative concepts.

Also available from: Paper given at the annual meeting of the National Association for the Education of Young Children (Minneapolis, Minn., November 6, 1971)

15. Clegg, Alec. Revolution in the British Primary Schools. 1971, 82p. ED 059 535 (Microfiche only)

*Classroom Environment; Creativity; Early Childhood Education; *Educational Change; Educational History; Educational Philosophy; Individual Development; *Primary Education; Self Expression; *Student Centered Curriculum; Student Teacher Relationship; Teacher Participation

In England over the last 20 years there has been a major revolution in the teaching of primary school children. This revolution has come about through the efforts of wise, enthusiastic, and epxerimenting teachers rather than through the idealized practices and techniques of professors, inspectors, or administrators. This document gives an account of the primary schools as they were and as they are now; describes how and why the change has taken place; and compares the present strengths, weaknesses, and dangers with those of the past.

16. Clinchy, Evans; and Others. Schools: More Space/Less Money. A Report. November 1971, 85p. ED 060 529

Building Conversion; Building Improvement; *Building Innovation; Component Building Systems; Construction Costs; *Cost Effectiveness; Educational Finance; Extended School Day; *Extended School Year; *Open Education; Open Plan Schools; School Buildings; School Community Relationship; School Design; School Space; *Space Utilization; Systems Approach

Discovered or "found" space in a school system most often appears as (1) space that a school system already owns in its outdated buildings and which is being used inefficiently; and (2) space lying close at hand in warehouses, factories, industrial plants, or in little-used public buildings. Found space is one solution to the problem of providing needed school space despite an inability to raise money to build new schools. Many school systems are exploring economical alternative solutions to the school space problem that would provide new or modernized old space at a reduced cost. more space or better space for the same amount of money, greater use out of existing space, and less expensive alternatives to conventional school space. This document collects all the alternatives known to EFL that appear to be actually working or that have been planned to help solve school problems.

Availability: EFL, 477 Madison Avenue, New York, N.Y. 10022 ($2.00)

17. Dill, Nancy L. An Inquiry Into Curriculum Theories and Open Classroom Practices. April 1972, 19p. ED 065 472

*Education; *Educational Innovation; *Educational Programs; *Open Education; *Progressive Education

The main objective of this research was to look at open classroom practices in an analytical way. Network analysis was used to collect and organize data about individual classrooms. The open classrooms observed were located in public schools in the New York area and ranged from grades K to 6. The open classrooms observed by the investigator were ones in which 1) the researcher had student teachers and was there as a supervisor; 2) the researcher had undergraduate students from an elective course, "Analyzing Teaching Behavior"; and 3) the researcher had graduate students from a research course who were the regular, full-time classroom teachers. Six major findings are presented. Enough open classrooms do not exist in this country to allow for adequate sampling procedures; thus, the findings are considered tentative. A 24-item bibliography is included.

18. A Directory of New, Innovative Schools in the United States and Canada. 1971, 47p. ED 053 055

Colleges; *Directories; Elementary Schools; *Experimental Schools; Secondary Schools

This directory lists new, innovative schools in the United States and Canada, grouping them alphabetically by state or province. School names and addresses are included along with a special identification of colleges and universities. Both this directory and the supplemnt, ED 053 056, are available only by subscription. (See also: item 44 of this bibliography.)

Also available from: New Schools Exchange, 301 East Canon Perdido Street, Santa Barbara, California 93101 ($10.00)

19. The Elementary School: Humanizing? Dehumanizing? 1971, 167p. ED 051 064
Document not available from EDRS.

*Affective Objectives; Educational Change; *Educational Environment; Educational Improvement; Educational Needs; *Educational Objectives; Educational Philosophy; Educational Sociology; *Elementary Education; *Humanism; Human Relations; Individual Development; Learning Processes; School Community Relationship; Social Change; Social Influences; Student Needs; Student Teacher Relationship; Values

This publication contains selected articles reprinted from 1969-70 issues of the National Elementary Principal devoted to the theme that the school as an institution must operate on and reflect humanistic values. Content includes analysis of the crucial problems of dehumanizing aspects of schools, discussion of educational philosophy, exploration of learning process, student needs, and teacher role, and offers some directions and guidelines for change to make the schools not only academically excellent but more human places for children to learn and develop. The 41 articles are divided into two topics: 1) the elementary school: humanizing? dehumanizing? and, 2) dehumanizing our society--through education and with the active support of the public. Authors include principals, superintendents, teachers, scholars and parents.

Availability: National Association of Elementary School Principals, NEA, 1201 Sixteenth, N.W., Washington, D.C. ($4.00; Quantity discounts).

20. Environmental Studies [Instructional Kit] American Geological Inst., Washington, D.C. 1972, 45p. ED 065 306 Not available from EDRS.

Ecology, *Environmental Education, Instruction, *Instructional Materials, *Learning Activities, *Open Education, Secondary School Science, Stimuli, Student Centered Curriculum, Teaching Guides

Oriented toward an open approach to learning, this instructional kit contains suggestions, tactics, and materials which can be utilized in environmental studies. "Essence Two," a teacher orientation booklet, discusses the facets of openness which should be incorporated into the learning sequence. A set of 25 Assignment Cards suggests how to set up more effective and humane environments. They specify action to be taken, supplemental activities to this action, and important points to be brought out. Extension Cards serve as invitations to take any environmental study assignment at least one step further by relating it to people, places, processes, or content. A concentric circle chart is also included to illustrate how each additional action step leads to the solution of the original environmental problem.

Availability: ERIC/SMEAC, 1460 West Lane Avenue, Columbus, Ohio 43221 (on loan)

21. Eriksen, Aase; Messina, Judith. Consequences of Implementing Alternative Schools: Toward a Theoretical Framework for Investigating Problems. 1972, 18p. ED 062 708

*Anthropology; Black Community; Boards of Education; Case Studies (Education); *Community Action; Community Schools; Educational Change; Group Dynamics; *Group Relations; *Human Geography; Models; *Open Education; Urban Areas

This document applies an anthropological framework to the explanation of group relations in an attempt to implement a community school. In a West Philadelphia area, black community groups joined to establish an alternative school, but tensions and conflicts developed over pedagogical practices. According to the anthropological framework, decisions about the pedagogical practices were not made on the basis of educational theory and practice, but on boundary maintenance considerations in the community board's assertion of control over the school, and on entrepreneurial activity in the board's effort to reduce negotiable issues with other groups.

22. Eveline Lowe Primary School, London. 1967, 93p. ED 057 449
Document not available from EDRS.

Architects; *Building Plans, Construction Costs; *Costs; Educational Innovation; Environmental Influences; *Furniture Design; Preschool Education; *Primary Grades; *School Design; School Organization; Site Analysis

This bulletin describes a London primary school designed by a team of architects and educators. Information is provided regarding the initial investigation carried out by the group, the organization of the school, the design of buildings and furniture, and the cost analysis. Many photographs, floor prints, illustrations, equipment listings, and tabulated data amplify the report.

Availability: Pendragon Books, 899 Broadway Avenue, Redwood City, California 94063 ($2.20), or HMSO, 49 High Holborn, London WC1 (England) (10 shillings 6 pence NET)

23. Fiering, Alvin; and Others. Children as People. 1970. ED 045 612
Document not available from EDRS

*Elementary School Students; *Experimental Schools; *Films; Group Activities; *Independent Study; *Self Directed Groups; Student Attitudes; Student Teacher Relationship

This 35-minute, black and white, 16MM, sound film was made at the Fayerweather Street School in Cambridge, Massachusetts, and narrated by John Holt. It is designed to show what happens in a school in which children are free to move about, to talk, and to plan and direct their own work. The film shows children of different ages engaged in small-group, large-group, and individual work in such areas as art, mathematics, science, reading, and English, and in planning a dance number and a bake sale for a school fair. Interspersed throughout the film are segments of an interview between a parent and the head of the school. A concluding scene shows the children's reactions to the filming.

Availability: Polymorph Films, Inc., 331 Newbury Street, Boston, Mass. 02115 (rental, $30 plus postage; sale $235.00)

24. Films and Publications; Open Education at EDC, 1972. Education Development Center, Inc., Newton, Mass. 1972, 15p. ED 063 772
Document not available from EDRS

Annotated Bibliographies, *Catalogs, *Experimental Schools, *Films, *Open Education

Open education is not a single formula or philosophy--it is a process and a style of schooling that assumes that children can learn best at their own rate, following their own curiosity and desire to learn; that the young learn responsibility by making real choices; that a teacher serves best by helping children follow through on their questions and choices; and that schools should be flexible learning centers. The more than 20 films and nearly 30 publications listed in this catalog were produced to help define and bolster the open education movement and are listed here in response to a need for dissemination of information about such materials. The catalog is divided into separate listings for films and publications; each entry is listed alphabetically by title and includes the author or producer's name, a description, the price, and cross-references to films or publications. Ordering information is offered at the end.

Availability: Education Development Center, Inc., 55 Chapel Street, Newton, Massachusetts 02160

25. Fort Lincoln New Town Education System. Activity Book: Fort Lincoln Elementary School, Washington, D.C. General Learning Corp., Washington, D.C. April 6, 1970, 198p. ED 047 182

Books, *Curriculum Development, *Educational Equipment, *Elementary Schools, Health, Mathematics, *Objectives, Preschool Programs, Reading, *Resources, Social Studies

This activity book provides a list of varied resources available to students as they work through the instructional objectives at the Fort Lincoln school. Items listed include equipment and supplies ordered for the school, books, selected offerings from the metropolitan community, selected programs provided by the D.C. Public Schools, science and ecology experiments, and some miscellaneous but exciting ideas. Each item is matched to one or more objectives, either terminal or intermediate in the following areas: Discovery or preschool, reading, mathematics, science, social studies, communications skills, arts and humanities, and health. Three columns to the right of the item describe the item in terms of classification or type of activity, location in school, and level at which the item most probably would be instructional. There is a column for remarks, and a complete list of distributors is enclosed at the end of this book. (For related documents see ED 047 171 through ED 047 188.)

26. Fort Lincoln New Town Education System. First Facility Utilization Manual. A Teachers Guide to the Use of the FLNT Elementary School. (General Learning Corp., Washington, D.C.) October 7, 1969, 134p. ED 047 178

Audio Equipment; Building Design; *Elementary Schools; Environment; *Facilities; Flexible Facilities; *Guidelines; Landscaping; *Open Plan Schools; *Urban Renewal

This guide endeavors to teach the faculty how to manipulate the structure of the new facility in the most creative way. The first chapters discuss the interior design, graphic considerations within the facility, materials and equipment suited for open space schools, and recommended audio-systems. Later chapters cover the exterior facilities, such as the soil and landscaping layout surrounding the school site. Finally, there are recommendations concerning the problem of implementation. To maintain continuity and quality, the initial planning concept must be continued throughout the construction process and throughout the life of the building. (Page 2 of the introduction is poorly printed.) (For related documents see ED 047 171 through ED 047 188.)

27. Fort Lincoln New Town Education System. Guide to Implementation of the Fort Lincoln Elementary Education Plan. General Learning Corp., Washington, D.C. April 6, 1970, 280p. ED 047 183

*Elementary Schools; *Models; *Objectives; Open Plan Schools; *School Planning; *Task Analysis; Urban Renewal

The implementation tasks listed in this guide are those considered important for a smooth operation of the Fort Lincoln Elementary School. To accomplish these tasks, some models or suggested procedures have been devised. The models and procedures are contained in several different volumes on Fort Lincoln. A complete list of all Fort Lincoln documents is located in this volume. Summarized are implementation tasks, equipment and supplies, budget and purchase lists, book lists and testing. (For related documents see ED 047 171 through ED 047 188.)

28. Fort Lincoln New Town Education System. Midterm Report #3, Volume III. General Learning Corp., Washington, D.C. October 7, 1969, 215p. ED 047 177

*Building Equipment, Classroom Furniture, Educational Facilities, Equipment, *Facility Requirements, *Financial Support, Interior Design, *Open Plan Schools, Task Performance, *Urban Renewal

Volume III of the Midterm Report for the Fort Lincoln New Town (FLNT) education system is a revision of some of the preliminary specifications and is addressed to the teachers, administrators, students, and community residents who will be using the facility. Three additional plans of the "Open Plan" for the FLNT First Facility are included. The first Facilities Plan describes the interior features, furniture, equipment, and lists the suppliers. The second, Funding Plan, discusses budget estimates in a program format and the third, Implementation Plan, defines the tasks to be performed and the schedule to be maintained to open the First Facility. (For related documents see ED 047 171 through ED 047 188.)

29. Fort Lincoln New Town Education System. Midterm Report Revised. Report #3, Volume 1. General Learning Corp., Washington, D.C. April 6, 1970, 239p. ED 047 175

*Community Involvement; *Educational Objectives; Educational Planning; *Elementary School Curriculum; Facility Requirements; *Open Plan Schools; Recordkeeping; School Personnel; *Urban Renewal

Volume I, (Education Plan) of the midterm report is a description of the goals, objectives, materials, and activities of the Fort Lincoln New Town (FLNT) elementary school curriculum and includes placement, recordkeeping, and reporting procedures; and provision for special education and pupil personnel services. References are made to Volumes II and III of the midterm report, the IDEA book, and other volumes prepared to guide the implementation of the education plan. The report concludes with Appendices A through I; the most important section (1) contains sample record forms. (For related documents see ED 047 171 through ED 047 188.)

30. Fort Lincoln New Town Education System. Midterm Report Revised. Report #3, Volume II. General Learning Corp., Washington, D.C. April 6, 1970, 413p. ED 047 176

*Administrative Organization, Community Education, *Community Involvement, *Educational Objectives, Instructional Staff, *Open Plan Schools, *Urban Renewal

Volume II of the Midterm Report for the Fort Lincoln New Town (FLNT) education system is devoted to staffing and administration. The descriptions of these components of the First Facility are extremely detailed. The "Open Plan" for the FLNT education system consists of seven separate plans, three of which are described in this volume: (1) Organization/Staffing Plan; (2) Operation Plan; and (3) Community Participation Plan. Though developed for the D.C. School in particular, the philosophy and basic components can be adopted to any setting that implements an Open Plan education system. (For related documents see ED 047 171 through ED 047 188.)

31. Garry, Mary T. Internship in a Primary School. April 1972, 79p. ED 066 434 (Microfiche only.)

*Discovery Learning; Educational Programs; Elementary Education; *Flexible Classrooms; Internship Programs; *Open Education; *Primary Grades; Progressive Education

This diary presents the personal experiences and observations of an intern in an open classroom located in an inner-city London school. The school was based on the following principles: 1) All young children learn by self-selected experience; 2) All young children need a wide variety of experience in all expressive areas; 3) Learning should occur in a carefully prepared, planned environment through activities initiated by student and or teacher; 4) The essential relationship in the classroom is between teacher and child; 5) The nature of the activities is task oriented, not teacher oriented; and 6) The activities are integrated in time and in content. Each chapter deals with the multi-faceted experiences and observations of the intern. Presented in a diary form, chapters concern the headmistress, the first day, the headmistress' principles, a staff meeting, the basic approach by the teacher, personal involvement, difficult children, family grouping and child versus teacher initiated activity, and the teachers' daily role. Reflections of the intern indicated a strong personal satisfaction with the open classroom.

Availability: National Association of Independent Schools, Four Liberty Square, Boston, Mass. 02109 ($2.00)

32. Hassett, Joseph D., Weisberg, Arline. Open Education: Alternatives Within Our Tradition. 1972, 141p. ED 065 204
Document not available from EDRS

*Classroom Environment, Community Role, *Early Childhood Education, *Educational Methods, Elementary School Students, Environmental Influences, *Open Education, *Role Theory, Student Role, Teacher Role, Teaching Techniques

An innovative educational program for children from kindergarten to the sixth grade, an outgrowth of the Wave Hill program, that has been incorporated in five community schools and one parochial school is detailed in this book. The program is an alternative to the traditional method; it is not considered as a total school program with which to replace entirely the traditional. Intended for teachers of young children, step-by-step procedures are given on how to use this approach to open education. The approach is child-centered, interdisciplinary, and project-oriented. The acquiring of basic skills by the child at his own rate of development is aimed for. Part I of the book, Educational Environments, discusses the importance of various environments in a child's life; the environment of the classroom--physical, psychological, social, and instructional--and the environment of the school, the neighborhood, and nature itself. The second part of the book, Educational Roles, is concerned with the roles of the child, the teacher, the administrator, and the community.

Availability: Prentice-Hall, Inc., Englewood Cliffs, N.J. 07632 ($7.95, hardback; $3.95, paperback.)

33. Henderson, Ronald W. Mindlessness in and About the Open Classroom. November 1971, 20p. ED 058 955

Child Development; Conditioned Response; Discrimination Learning; *Early Childhood Education; Educational Environment; Educational Programs; *Environmental Influences; *Models; Observation; *Open Education; Reinforcement; Self Directed Classrooms; Standards; Teacher Influence

This paper reports on alternative programs to current educational practice as a means of overcoming some institutional barriers to change. The program reported on the Tucson early education model, a comprehensive educational program which encompasses all of the criterial attributes of the open classroom as specified in the introduction to this paper. Specifically, this paper specifies how certain psychological principles may be used to provide an effective learning environment for young children. In the natural environment children acquire many complex skills, largely through observational learning. The teacher who is aware of the ways in which modeling influences children, and of the conditions which facilitate the effects of modeling, is in a position to influence the growth of children in a very positive and natural way. Another way in which the environment can teach is by providing cues, i.e., objects or events in the environment which, as the child learns to discriminate them, signal appropriate behavior. A third characteristic of an effective learning environment is that it reinforces children for their purposeful and constructive behavior. An important assumption in the program is that responsibility for learning must in the final analysis rest with the student.

34. Innovations in the Elementary School. The Report of a National Seminar. An IDEA Occasional Paper. Institute for Development of Educational Activities, Dayton, Ohio. 1971, 32p. ED 052539

*Continuous Progress Plan; *Curriculum Development; *Elementary Schools; Individualized Instruction; Integrated Activities; *Integrated Curriculum; Mathematics; Nongraded Primary System; Open Plan Schools; Problem Solving; Psycholinguistics; Seminars; Social Change; *Student Centered Curriculum; Team Teaching; Thought Processes

At this seminar, educational practitioners and researchers affirmed that school curricula must be redesigned to teach the student to reason, explore, and discover for himself. The seminar participants discussed innovations currently available and the steps that should be taken by elementary schools to supplant the teaching of facts with instruction in problem solving skills. Several participants presented position statements on emerging practices in education that bode well for the educational advancement of young learners. These statements and subsequent discussions are summarized under topics having particular implications for student-centered schooling in the coming years.

Availability: I/D/E/A, Mail Orders, P.O. Box 628, Dayton, Ohio 45419 ($1.00, quantity discounts)

35. Innovative Practices in New England Schools. New England Educational Assessment Project. August 1969, 64p. ED 044331

Citizenship; Cooperative Programs; Elementary Schools; *Experimental Programs; Extended School Day; *Innovation; *Instructional Design; *Instructional Technology; Intercultural Programs; Learning Laboratories; Open Plan Schools; Planetariums; School Administration; School Community Programs; School Districts; *School Organization; School Services; Science Teaching Centers; Secondary Schools

The New England Educational Assessment Project was designed to conduct assessments of activities which provide resources for decision-making focused upon current state and regional problems in education. Nine innovative practices that may indicate the nature of educational change in the 1970's were selected from the many excellent projects in New England. Each state department of education was requested to submit projects for consideration. The criteria for selection by the assessment committees included: evidence of deliberate planning, an awareness of existing programs, utilization of resource people, efficiency, nature of the change, potential impact of the strategies on the recipients, and the probability of adoption. These have been carefully examined by qualified teams. On-site project visitation and intensive group and individual interviews were used to gather data on each project from project directors, administrators, teachers, and pupils in each school visited. Studies by Richard Carlson and Owen Kieman, and Henry Brickell on educational change processes were used as guides. The projects are described and evaluated in this report as a resource for those concerned with innovations in school administration and organization, curriculum, and the use of technology in the classroom.

36. Jekel, Jerome R.; Johnson, Robert E. Techniques to Learning--25 Approaches. November 1971, 68p. ED 063 752

*Adolescence; Experimental Curriculum; *Individualized Instruction; *Open Education; *Teaching Methods

Brief descriptions of 25 different approaches to learning are given, along with examples of each, areas to which each might be applicable, and possible instructional objectives and methods of evaluation. The selection of methods is rooted in the following premises: that the purpose of education is to serve the educational pursuits of students; that every student differs in interests and abilities and these differences should be utilized and not submerged; and that since high school graduates assume adult responsibilities, their education during adolescence should provide training in responsibility as well as providing knowledge. Thus, while traditional methods are included, the emphasis is on flexible, personalized instruction, with the student making selections of areas and methods of study, and following them up under the guidance, rather than the direction, of a professional educator.

37. Katz, Lilian G. Open-Informal Education: Recommendations for Research and Development. Final Report. December 1, 1971, 39p. ED 058 944

Comparative Analysis; Early Childhood Education; *Educational Objectives; Evaluation Techniques; Instructional Materials; *Open Education; *Research Projects; School Community Relationship; *Student Teacher Relationship; Teacher Behavior; Teacher Education; *Teaching Techniques

This report outlines a set of research and development efforts by means of which the National Institute of Education might proceed to support and encourage a type of schooling called open education. Part I of the report, research and development for the support of open-informal education, is comprised of five sections: I. Introduction; II. The problem of terminology; III. The problem of definition; IV. Tentative definition of open education; and V. Rationale for open education. Part II, Central Issues for the Implementation of open Education, contains two sections: I. Introduction; and II. Research and development topics. These research and development topics are: 1. attributes and behavior of teachers related to effective open informal teaching; 2. authority, control and permissiveness in teachers; 3. determinants of teacher behavior; 4. teacher selection and training; and 5. approaches to teacher training. Problems related to open informal education are seen to be those involving administration, leadership style, school-community relations, curriculum materials, and evaluation. An appendix compares teacher-directed learning and teacher-facilitated learning.

38. Meyer, John; and Others. The Impact of the Open-Space School Upon Teacher Influence and Autonomy: The Effects of an Organizational Innovation. October 1971, 195p. ED 062 291

*Open Plan Schools; *Organizational Change; *Teacher Attitudes; *Teacher Influence; *Traditional Schools

This study compares teachers in open-space and traditional schools with respect to variables including the teacher's sense of influence, job satisfaction, and attitude toward being evaluated by colleges. Questionnaires were administered to 110 teachers from nine open-space elementary schools and 120 teachers from eight traditional elementary schools, all with predominantly middle-class suburban populations. The major findings showed that open-space school teachers were more satisfied with their jobs, felt more autonomous, and reported more influence in decision making. In traditional schools, ambitious teachers tended to be more dissatisfied with teaching than did unambitious teachers. Women teachers interested in vertical promotion were less satisfied than women without such interests. Open schools appear to give teachers professional ambition which becomes an important source of job satisfaction. The report provides evidence that organizational innovations have definite effects on teacher attitudes. Intercorrelations, questionnaires, and a 10-item bibliography are included.

39. Model Observation Kindergarten and First Grade, Amherst, Massachusetts: Model Classrooms Which Offer Completely Individualized Scheduling for Mixed Age Groups of Kindergarten and First-Grade Students. Model Programs--Childhood Education. 1970, 19p. ED 045 219
(Microfiche only.)

*Demonstration Programs; *Grade 1; Group Activities; Independent Study; *Individual Development; *Kindergarten; Pamphlets; *Program Descriptions; Readiness (Mental); Teacher Education; Teacher Role

This booklet describes the model observation kindergarten and first grade whose approach is based on the philosophy that education should be centered in the learner, that children learn at different rates and that children learn something only when they are ready. Many aspects of the British Infant Schools are incorporated in the program. Sources of more detailed information are provided for this program, specifically, and for model programs childhood education, in general.

Other Availability: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HE 5.220:20152, $0.20)

40. Molloy, Laurence; and Others. Places and Things for Experimental Schools. February 1972, 268p. ED 060 560

Air Structures, Auditoriums; Building Conversion; *Classroom Furniture; *Community Schools; Construction Costs; Early Childhood Education; Educational Parks; *Experimental Schools; Flexible Facilities; Food Service; Furniture Design; Instructional Technology; *Open Plan Schools; Playgrounds; Resource Centers; *Space Utilization

The information available on current developments in the planning and use of educational facilities is dispersed among many resources. This publication gathers up the scattered information on all the lively facilities topics and complements it with the names and addresses of prime information sources for interested public officials, planners, educators, students, and citizens. The document is intended to give access to the latest developments in educational facilities and their relationship to educational experimentation. (Photographs may reproduce poorly.)

Availability: EFL, 477 Madison Avenue, New York, N.Y. 10022 ($2.00)

41. Moodie, Allan G. A Survey of Reading Achievement in a Secondary School Population. March 1971, 6p. ED 058 248

Comparative Analysis; Elementary School Students; Grade 7; Grade 8; Open Plan Schools; Program Evaluation; Reading Ability; *Reading Achievement; Reading Comprehension; Reading Skills; Reading Speed; *Reading Tests; *Secondary Schools; *Traditional Schools; Vocabulary

Reading achievement of students from open plan and traditional elementary classes were compared in three areas; speed and accuracy, vocabulary, and comprehension. The first evaluation (grade 7) indicated that the mean score of the speed and accuracy scale was significantly lower for "open-area" students than for traditional pupils. Score differences on the other two scales were not statistically significant. However, the grade 8 survey, administered to the same groups after five months of regular instruction, revealed that the mean score differences of the three subtests tended to diminish to insignificant levels.

42. Moyer, Frank H. A Comprehensive Bibliography of Open Education and Open Space Schools--A Reader's Guide. 1972, 133p. ED 065 909

*Bibliographies; Educational History; Educational Philosophy; Flexible Facilities; Individualized Instruction; Integrated Curriculum; Learning Theories; *Open Education; *Open Plan Schools; *Resource Guides; School Design; Student Centered Curriculum; Student Teacher Relationship; Vocabulary

This 6-part bibliography lists those sources of possible interest to readers or researchers that appeared as of December 1971. In part I the terminology is clarified, and a view of the open education philosophy and a short historical overview of open space school design are provided. Parts II, III, and IV contain listings of publications originating respectively from the United States, England and Canada. Part V contains a list of related bibliographies and publication lists. Part VI provides a directory of publishers and distributors. The individual bibliographical items in parts II, III, and IV are categorized according to type of publication--i.e., books and pamphlets, periodical literature, films, etc. Each type of publication is subsequently subgrouped according to topic.

43. New Schools: A National Directory of Alternative Schools. October 1971, 76p. ED 057 594
Document not available from EDRS.

Boarding Schools; Community Schools; *Directories; Educational Change; Elementary Schools; *Experimental Schools; Open Plan Schools; Private Schools; Secondary Schools; Small Schools; Ungraded Schools

Providing a directory of "new" ("free" or "alternative") schools in the United States, this publication begins with a discussion of the present educational system and what the alternative schools are trying to do about it. The criteria for inclusion in the listing, providing a glimpse of the shared philosophy of the schools, includes absence of institutionalized coercion as regards both behavior and curriculum, de-emphasis on traditional curriculum concerns, elimination of dependence on competition and extrinsic motivation, emphasis on individual abilities and character of teachers, and elimination of age and grade level separation of students. The directory lists over 300 schools together with address, phone, and some basic facts--whether day or boarding, elementary or high school, how many students, what age ranges, how many staff and whether they are full or part time, how much tuition and whether scholarships are available, whether there is parental participation, when founded, and other particular characteristics. Appended are a list of useful publications for those interested in alternative schools, other useful addresses, a bibliography, a statement on public aid to alternative schools, and a list of regional education switchboards which have information about alternative schools.

Availability: New Schools Directory, c/o Cambridge Institute, 1878 Massachusetts Avenue, Cambridge, Massachusetts 02140 ($1.25)

44. New Schools Exchange Newsletter. Supplement to the Directory. 1971, 24p. ED 053 056

Colleges; *Directories; Elementary Schools; *Experimental Schools; *Newsletters; Secondary Schools

This newsletter contains a supplementary directory of alternative schools in the United States and Canada, grouped alphabetically by state or province including the name, address, and grade levels of each listed new school. Corrections to ED 053 055, A Directory of New, Innovative Schools, are in a second section. Finally, regional clearinghouses are listed as primary sources of information about alternative schools. Future issues of the newsletter are available by subscription; the directory, position papers, and advertising in the newsletter are included in this rate. (See also: item 18, of this bibliography.)
Also available from: New Schools Exchange, 301 East Canon Perdido Street, Santa Barbara, California 93101 ($10.00)

45. Newman, Sally. A Brief Overview of Open Classroom Education. 1972, 11p. ED 063 221

*Classroom Environment; Educational Objectives; Flexible Classrooms; *Open Plan Schools; Secondary Education; Skill Development; Skills; *Student Teacher Relationship; Success Factors; *Teacher Attitudes; Teacher Characteristics; Teacher Responsibility; Teacher Role; *Teaching Skills

This brief overview is intended for educators concerned with the realities of implementation and techniques for operational success in open classroom education. Presented are enumerations of statements on 1) essential environmental components that exist in a successful classroom in which the child's needs, intellectual, and social abilities are the focus of education; 2) roles of teachers; and 3) responsibilities of teachers. Criteria provided for teacher success in an open classroom are that competent teachers demonstrate achievement in cognitive, affective, and psychomotor domains; are committed and involved; and maintain positive attitudes about children, learning, and knowledge. An explanation of Barth's dissertation, "Assumptions About Learning and Knowledge," a teacher attitude scale dealing with teachers' beliefs about children's learning behaviors, is included. In an open environment children are expected to develop a number of listed measurable skills enabling teachers to evaluate each student's development. Several statements are given on prevalent misconceptions about open education. It is concluded that successful implementation of open classroom methods is a unique gradual process and has no predictive time: success occurs with smoothness of procedure and evidence of learning and growth.

46. Newman, Sally. A Brief Overview of Open Classroom Education. 1972, 11p. ED 064 245

*Open Education; *Progressive Education; *Self Directed Classrooms; *Student Centered Curriculum; *Teacher Attitudes; Teacher Education

This paper presents a brief overview of the 1972 image of open classroom education, suggesting movement beyond the awareness level of the educational, psychological, and philosophical foundations. Seventeen essential components, composing the operationally successful classroom, are presented. The roles of the teacher in an open classroom include a cooperative facilitator, sympathetic supporter, resource person, a diagnostician, and an available and knowledgeable aid in the child's pursuit of education. Twelve responsibilities of teachers in the open classroom environment are pinpointed. To evaluate individual response to open education, a section of Roland Barth's dissertation, "Open Education," is presented; 29 statements concerning children, learning, and knowledge indicate potential teacher success. Thirteen expectations for a child in an operationally successful open classroom are presented. Successful implementation is, however, a gradual process. When classroom procedures become more consistent and the definition of roles and goals clarified, the teacher will begin to observe a smoothness of procedure and concrete evidence of learning and growth. The paper concludes with thoughts on common misconceptions concerning open education. A 31-item bibliography is included.

47. Open Space General Learning Facilities for Kindergarten, Primary and Junior Students. Ontario Dept. of Education, Toronto. School Planning and Building Research Section. November 1971, 57p. ED 060 523 (Microfiche only.)

Diagrams; Environmental Influences; *Facility Guidelines; *Facility Requirements; *Flexible Facilities; Kindergarten; Landscaping; *Open Plan Schools; Playground Activities; Primary Grades, School Architecture; School Design; School Planning; *School Space

This publication is concerned with the general learning facilities (classrooms) of the school. Its purpose is to assist those involved in planning kindergarten areas and open space general learning facilities for the primary and junior divisions. To this end, the document is arranged in two sections--the indoor and outdoor facilties for kindergartens and the facility information for the primary and junior levels. The brief text is amply supported by suggested layouts, sketches, and landscaping plans all designed to meet student and teacher needs. (Illustrations may reproduce poorly.)

Other Availability: Station "F", Toronto 182, Ontario (Canada). ($2.00, checks payable to "Treasurer of Ontario." Payment must accompany orders)

48. Pacifica Programs 1972 Catalog. Pacifica Tape Library, Berkeley, California. 1972, 46p. ED 061 718
Document not available from EDRS.

Activism, African Culture, Broadcast Industry, *Catalogs, Corrective Institutions, Creativity, Drug Education, Ecology, Law Enforcement, Minority Groups, Non Western Civilization, Nuclear Warfare, *Open Education, Philosophy, *Phonotape Recordings, Politics, Psychology, Student Behavior, *Tape Recordings

Audiotapes for alternative educational and cultural institutions have been selected from Pacifica's Tape Archives of over 10,000 programs for this third annual catalog. This 1972 catalog supercedes all previous Pacifica Tape Library publications, and includes many listings from previous years. The programs are listed under appropriate subject headings; each listing is provided with a brief description which includes its length in minutes. Subject areas under which the tapes are grouped include various minority and disadvantaged groups, ecological problems, drugs, alternative education, student dissent and peace, law and order, prison conditions, science and the threat of atomic war, broadcast industry, politics in America, psychology, philosophy, Asia, the Soviet Union, Africa, famous names and creative people.

Availability: Pacifica Tape Library, 2217 Shattuck Avenue, Berkeley, California 94704 ($1.00 for ten issues a year)

49. Palmer, Lee, Ed. The World of the Child. 1971, 62p. ED 050826
Document not available from EDRS

Class Organization; Classroom Materials; Curiosity; Curriculum Planning; *Discovery Learning; *Elementary School Curriculum; Evaluation; *Experimental Schools; Principals; *Student Interests; Student Motivation; Teacher Role; Teacher Workshops; Teaching Guides; *Teaching Techniques

The early school environment study (ESES), developed by Paul Park and a team of ten teachers, begins with the philosophy that children learn through the solution of practical problems that are meaningful to them, and expands this approach beyond the science framework into the learning of language, mathematics, and social studies. This booklet was prepared partly as a survey of the work of the ESES study to date, and partly as an interim guide for teachers and principals. It offers a structured and practical methodology for implementing the child-centered approach to teaching and learning. Suggestions are given for program planning, covering such topics as methods of motivation, supplies, books, resource people, grouping of children, time arrangements, and so on. Each project has a starting point (rocks, woods, families, stamps, pirates, the human body) that serves as a springboard into the self-motivated process of inquiry and discovery characterizing ESES. Activity flow charts used in projects show sample explorations of the children's environment. Other topics discussed are: the roles of teacher and principal; the disinterested child; evaluation; teacher workshops. Lists of resource materials are included.

Availability: The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto 5, Ontario, Canada ($1.50)

50. Feronne, Vito. Open Education: Promise and Problems. Fastback Series, No. 3. Phi Delta Kappa Educational Foundation, Bloomington, Ind. 1972, 38p. ED 062 726
Document not available from EDRS.

Annotated Bibliographies, *Classroom Arrangement, *Classroom Materials, Educational Change, Educational Innovation, Educational Planning, Educational Practice, Educational Problems, *Elementary Education, Evaluation, *Open Education, *Open Plan Schools, Reading Instruction, Student Centered Curriculum

The term "open education" is used to designate the curriculum and instruction methods associated with an open plan school--one without interior walls. Such a program consists of more advanced children assisting those less advanced, independent study, children progressing at their own rate, extensive use of the outdoor environment, child-initiated activities, integrated curriculums; and teachers functioning as guides and as facilitators of learning. Under such a plan, highly structured curriculums and uniform instructional materials have no place. The emphasis is on learning, and any resource that stimulates the interest of the student becomes a legitimate field of inquiry. Among the problems of open education are (1) the need for time, (2) some minimal structure to insure continuity in subsequent years, and (3) the need for teaching and administrative personnel with experience in open education. This booklet

focuses on the elementary school inasmuch as open education is being practiced more extensively at that level.

Availability: Phi Delta Kappa, 8th & Union, Box 789, Bloomington, Indiana 47401. (Individual fastback, $.50 prepaid, set of six, $2.00, quantity & membership discounts)

51. The Rasberry Exercises: How to Start Your Own School (and make a book). 1970, 136p. ED 053 007
Document not available from EDRS.

Educational Methods; Educational Philosophy; Elementary Schools; *Experimental Schools; Integrated Curriculum; Interdisciplinary Approach; *Progressive Education; *School Administration; School Community Relationship; *School Organization; *School Planning; Secondary Schools

This book surveys the philosophy, methodology, and mechanics of free schools, along with presenting detailed suggestions on how a free school might be organized and administered. The book primarily discusses lower schools but does provide a chapter of information about free schools at the high school level. The book has an artistic format with many illustrations and notes which expand or define the major topic. The following chapter titles indicate the scope of the book: 1) in search of context; 2) getting started; 3) details; 4) doing it; 5) people and people problems; 6) alternative high schools; and, 7) there are no limits. An appendix is included which describes existing progressive public schools, and resources available for use in free schools.

Availability: Freestone Publishing Company, 440 Bohemian Highway, Freestone, California 95472 ($4.45; Quantity Discounts)

52. Resnick, Lauren B. Teacher Behavior in an Informal British Infant School. 1971, 35p. ED 059 181

*Classroom Observation Techniques; Early Childhood Education; *Informal Organization; *Open Education; Progressive Education; *Teacher Behavior

Systematic observation of teacher behavior in several classrooms of an informal British Infant School was undertaken in order to determine typical patterns of interaction between teacher and child. Among the major findings reported are the following: 1) a typical pattern of teacher behavior in which extended substantive discussions with one or a group of children are interspersed with very brief exchanges, usually child-initiated and often concerned with organization or management questions with individual children; 2) extended interactions which are dominated by questioning of the child with respect to substantive (academic), personal, and self-management aspects of the task on which he is working; and 3) brief interactions which are heavily child-initiated and play a classroom management as well as an instructional function. On the basis of these data and other reports, informal teaching styles are analyzed for their means of fulfilling critical educational functions.

53. Ruedi, Jane; West, Charles K. Pupil Self Concept in an "Open" School and in a "Traditional" School. 14p. ED 066 217

*Comparative Analysis; Elementary Grades; *Elementary School Students; *Open Education; Rating Scales; *Self Concept; Semantics; Testing; *Traditional Schools

The self concept of fourth (N=9), fifth (N=9), and sixth (N=6) grade children, using Gordon's How I See Myself Scale, were compared in the open and traditional school environments to determine if open-school students' scores would be significantly higher in composite self concept and in each of the factors of Autonomy, Interpersonal Adequacy, Academic Adequacy, and Teacher-School. Students from both types of schools were matched on the basis of grade and Stafford Achievement Word Meaning scores. The results did not support the hypothesis, nor did they support the claims of "open" schooling advocates. One factor, Teacher-School, appeared to be the most amenable to modification by an open schooling treatment. The subject population of this study was not large and doubt is expressed about using a single criterion, that is, self concept, for evaluating schools.

54. SEF--Academic Evaluation. An Interim Report. Metropolitan Toronto School Board (Ontario)--Study of Educational Facilities. April 1972, 210p. ED 061 598

Annotated Bibliographies; Community Attitudes; *Educational Facilities; *Evaluation Methods; Facility Case Studies; *Facility Utilization Research; Flexible Facilities; *Open Plan Schools; Parent Attitudes; Physical Environment; Principals; Research Methodology; *School Environment; Space Utilization; Student Attitudes; Teacher Attitudes

This report is the result of the first year evaluation of 16 open plan schools built by SEF, four NonSEF open plan schools, and four traditional plan schools in an effort to compare SEF schools with nonSEF schools and open plan facilities with traditional plan facilities. The study was intended to gather information about the adequacy of these various facilities from the standpoint of the users. Questionnaires were given to all teachers and principals, to randomly selected 5th and 6th grade students in heterogeneous classes, and to randomly selected parents and neighbors. In addition, observations of all students and teachers were made in 12 schools over a period of one week. There were differences both in satisfaction with and utilization of facilities, some favoring SEF schools and some favoring nonSEF open plan schools. However, the differences from school to school were generally much greater than the average differences between types. The large, overriding differences were generally found between the open and the traditional plan schools.

55. SEF Annotated Bibliography on Informal Education. Metropolitan Toronto School Board (Ontario). Study of Educational Facilities. March 1972, 24p. ED 063 619

*Annotated Bibliographies; Bibliographies; *Educational Development; Educational Research; Evaluation; *Open Education; *Open Plan Schools; Research Methodology; Teacher Education

This bibliography on informal education grew out of a concern to understand the kinds of programs possible in open plan schools. The annotations are reading notes generally more descriptive than evaluative. Citations are grouped under nine headings: (1) general, (2) description of British informal education by British writers, (3) description of British informal education by American writers, (4) description of American informal education by American writers, (5) methodology for informal education, (6) teacher education for informal education, (7) criticism of informal education, (8) research and evaluation of informal education, and (9) bibliographies on informal education.

56. Sherman, Vivian S. Two Contrasting Educational Models: Applications and Policy Implications. September 1970, 139p. ED 061 750

*Comparative Analysis; *Conventional Instruction; Educational Innovation; Educational Philosophy; *Educational Policy; Educational Technology; Individualized Instruction; Models; *Open Education; Teacher Characteristics; Traditional Schools

Two educational models are described: Alternative S, the structured situation stands for security and sureness gained through the equating of system and structure and through organization which preserves the status quo. Alternative O, openness, stands for ongoingness, and opportune moments for growth. Values and latent dangers of these two diverse models are presented, followed by a description of educational experiences that would follow from their underlying assumptions. Educator personalities and compatible situational contexts for each alternative are described. The two belief systems are examined relative to a wide variety of current educational issues to illustrate the extent to which different basic assumptions influence how problems are conceptualized and approached. The alternative systems are also projected against a broad socialization perspective, which reveals diverse consequences for human development and society. Implications of these two world views for the analysis of policy decisions are laid out.

57. Solo, Leonard; Barondes, Stan. The Teacher Drop Out Center's Lists of Innovative and Alternative Schools. 1970, 66p. ED 053 053

Colleges; *Directories; *Educational Philosophy; Elementary Schools; Employment Opportunities; *Experimental Schools; Secondary Schools; *Teacher Employment

This document contains three sections. The first section is a directory of innovative schools providing the name and address of the school grouped alphabetically by state. The schools on this list vary from Summerhillian to modular flexibly scheduled ones, preschool to college, public and private. Some have a relatively high degree of student-centered learning and some are more conventional in structure. The second section is a supplement to the directory and appears in the same format with the same variety. The third section gives more detail on 66 of these schools and their staffing needs by providing brief information on salary, philosophy, and teacher needs and qualifications.

Also available from: Teacher Drop-Out Center, Box 521, Amherst, Massachusetts 01002 ($7.00)

58. Southeast Alternatives. Experimental Schools Program. Minneapolis Public Schools, Minnesota. May 1971, 70p. ED 062 681

Budgets; Continuous Progress Plan; Conventional Instruction; Counseling Instructional Programs; Demonstration Programs; *Experimental Schools; *Individualized Instruction; Interdisciplinary Approach; *Open Education; *Public Schools; School Community Relationship; Self Actualization; Student Centered Curriculum; Student Participation; *Traditional Schools

The Minneapolis public school system is philosophically committed to providing for and encouraging the development of individual differences found in the highly diverse population the schools serve. A demonstration program offering a number of educational options to the heterogeneous population of the small geographically unified area of Southeast Minneapolis is described. Program options at the elementary level are a contemporary school, continuous progress primary and intermediate schools, an open school, and a free school. At the secondary level, the free school program option is available as well as the Marshall University array of courses and activities. Each student, with his parents' consent, can design his educational program under the quarter system with many of the courses and activities being located at community learning sites. A procedure to transfer their children to other Minneapolis public schools is available to those parents who feel that none of these alternatives is satisfactory. A detailed program budget is included.

59. Spodek, Bernard. In-Class Teacher Training for Open Education. April 1972, 6p. ED 063 043

*Classroom Guidance Programs; Curriculum Development; *Inservice Teacher Education; Motivation; *Open Education; Role Theory; *Supervisory Activities; *Teacher Educators; Teacher Improvement; Teaching Techniques; Workshops

The dimensions of the advisory role and its relationship to teachers are discussed in relation to work carried out in the Open Education project at the University of Illinois. Project activities during the 1970-71 year are presented. Variables in the role of the advisor which emerged are as follows: (1) locus of control; (2) the function of time, (3) the development of trust or credibility; (4) the intrusion of local constraints; (5) the function of expectations; (6) the skills and resources needed for the function of the advisor; (7) professional/personal needs; (8) building autonomy; and (9) the "layering" of teachers.

60. Thackray, John; and Others. "Open Door," New York City. June 1970, 47p. ED 048410

Classroom Arrangement; Corridors; Curriculum Enrichment; *Elementary School Curriculum; *Elementary Schools; Enrichment Activities; Flexible Facilities; Flexible Schedules; Individualized Instruction; *Open Plan Schools; *Preschool Education; Program Descriptions; Program Evaluation; School Organization; Student Teacher Relationship; Urban Schools

The "Open Door" program began in spring 1968 at PS 123 and in fall 1968 at PS 84, and has been expanded in these schools in the 1969-70 school year. It seeks, within the large urban school, to set up a flexible and intimate learning environment, to provide greater continuity between grade levels, and to enrich the curriculum so that children have a chance to relate to more things and people. The teacher's role is seen as supporting and extending these experiences. A "corridor" can be effectively considered a unit apart from the school and so a "small school" within a big school. Classrooms, from preschool through second, opening from such a corridor are the program's unit. By opening the doors, enriching equipment in classroom and corridor, and encouraging movement through the corridor between the classrooms and movement into the corridor, a continuity program, one grade from another even from preschool, could be established--thus meshing with the actual progress of the child. The program proposes to continue the enriched environment and individualized teacher-child relationship of Head Start, and to show that Head Start gains can be maintained. The program also seeks to create a model for student teachers of individual and small group teaching in the midst of multiple activities.

Also available from: Center for Urban Education, 105 Madison Ave., New York, N.Y. 10016 ($1.50)

61. A Useful List of Classroom Items That Can Be Scrounged or Purchased. Education Development Center, Inc., Newton, Mass. 21p. ED 060 938

Catalogs; Classroom Materials; Community Action; *Cost Effectiveness; Day Care Services; *Early Childhood Education; *Educational Research; *Instructional Materials; Objectives; *Open Education; Resource Materials

This Materials List is in three parts: (1) scrounge list, (2) free and inexpensive materials, and (3) supplies and materials to be purchased. This list is designed to help teachers in setting up classrooms for children based on the open approach to education. While many of the items included in Part 3 may impose too great a burden on budgets for Head Start, community action or day care center classrooms, they are included as useful reference materials for all teachers.

Also available from: Early Childhood Education Study, Education Development Center, Inc., 55 Chapel Street, Newton, Mass. 02160 ($0.50)

62. Van De Riet, Vernon; Van De Riet, Hani. A Sequential Approach to Early Childhood and Elementary Education, Phase I. Grant Report. December 1969, 57p. ED 042 517

Cognitive Development; Curriculum; *Early Childhood Education; Educational Change; *Educational Development; Educational Experiments; Individual Instruction; Perceptual Development; *Preschool Programs; *Program Evaluation; *Sequential Learning; Student Teacher Relationship; Teacher Aides

The project on which this document reports intends to (1) implement a three-year and a four-year sequential curriculum based upon developmental concepts, (2) change the traditional roles of the teacher and the student, (3) accommodate individual differences in children's levels and learning rates, (4) involve parents in the education and cognitive development of their children, (5) use teacher assistants to free teachers for small group activity, and (6) carry out an extensive evaluation of the children in this program and compare them with control groups. The sequential curriculum is the learning to learn program and the subjects are 44 4-year-olds and 42 5-year-olds. The experimental groups were exposed to the learning to learn program, while the control groups entered a traditional preschool or kindergarten. At the end of the first year of the project, extensive developmental evaluation indicates larger gains for the experimental groups, especially among the 4-year-olds. Long range plans call for a continuation of the experimental and control conditions, accompanied by further testing, through the second grade.

63. Weatherby, Doris H. For Young Children: Early Childhood/Special Education Conference Reports (September 27 - October 2, 1970, January 20-21, 1971). 1971, 106p. ED 056 255

Change Agents; *Child Development; *Conferences; *Early Childhood Education; Educational Change; Educational Objectives; Elementary School Students; *Leadership Training; *Learning Processes; Models; Preschool Children; Projects; *Teaching Methods; Workshops

Project Quest offers a strong approach to the problem of developing programs aimed at educational leadership in New Jersey. The primary goal of the project is to enhance in this leadership their knowledge of child growth and development, and their feel for, and sensitivity to, appropriate modes of education for young children, as well as pervasive awareness that what happens in the education of the very young child has implications throughout the educational process and in all the complexities of life. The thrust of the project is to match what has been learned about the process of growth and development of the child, and the process by which children actually learn the educational processes of the schools. Where the educational process does not "fit," that is, where it is not based on a developmentally sound model, an area for potential change is identified. In the first phase of the project, more than 50 educational leaders attended a week-long conference on early childhood education. The focus of the conference was on "the child from three to eight." Workshops on specific task-oriented topics and field trips to model programs are being held regularly. In progressive steps, the project staff and consultants will work with the participants as change agents in the local community to bring about a closer match between the educational process and the processes of growth, development, and learning in the young child.

64. Wlodarczyk, Steven. Teacher Beliefs and Open Education. April 1972, 5p. ED 063 032

*Beliefs; *Child Development; Classroom Observation Techniques; Data Analysis; Interviews; *Learning Processes; *Open Education; *Teacher Attitudes; Teacher Behavior; Values

The beliefs of teachers with respect to open education are discussed. The point is made that a teacher who expresses a desire to move toward an open classroom environment must first come to trust beliefs and values that may be alien to her own beliefs and must learn to value the following ideas: (1) The life of a child in school is not a preparation for the future; to live like a child is the best preparation; (2) Knowledge is a personal synthesis of one's own experiences and learning proceeds along many intersecting paths; and (3) There is no set body of knowledge that must be transmitted to all. In order to clarify some of the beliefs toward an open approach to teaching, the following steps are recommended: (1) an interview with teachers intended to determine their beliefs about certain aspects of teaching behavior, (2) systematic observation of teaching behavior within the natural school environment, and (3) a synthesis of the interview data with the observation data in order to make some inferences concerning the relationship between what teachers say and what they do.

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